

# THE HARVEST

MACDONALD COLLEGE

FEBRUARY 1989

STE ANNE DE BELLEVUE

QUEBEC

## SEMINAIRES EN

Ces propos ce veulent de sensibilisation. Sensibilisation à l'égard d'une situation que nous entendons comme injuste. Récemment, une étudiante en troisième année du bacc., Johanne Lebeuf, subit une interdiction catégorique et unilatérale de reparler français dans un séminaire. Dorénavant les séminaires devront être présentés uniquement en anglais.

Pour s'attirer la foudre du professariat, Johanne fit l'impensable; elle parla français, à une audience majoritairement francophone, au Québec (?)

Cette interdiction pour le moins fâcheuse, fut justifiée par les arguments suivants; i) le collège Macdonald est une institution "anglaise", ii) les "règlements" McGilliens préconisent une telle interdiction et, iii) les trois ou quatre anglophones présent au séminaire en question ne "peuvent" comprendre le français et donc, le séminaire de Johanne constitue une injustice et un manque de respect

à leur égard (?) En réponse à ces propos professorials nous répondons donc que; i) le collège Macdonald est une institution québécoise et, ii) les trois anglophones peuvent très bien apprendre le français s'ils le veulent. L'injustice et le manque de respect semble être pour le moins réciproque dans ce cas-ci.

Où il y a véritable litige, c'est au niveau de la réglementation McGillienne qui supposément interdit l'usage du français au cours des séminaires. Afin de ne pas sombrer dans un débat politico-légal, tentons de résoudre ce litige en posant la question suivante: quelle est la raison d'être d'un tel type de réglementation? Jean-Jacques Rousseau, lui, dit qu'elle fait partie du "contrat-social". Ce à quoi il fit véritablement référence fut la notion d'obligation civile envers autrui. Selon Simone Weil, une des instigatrices de la déclaration universelle des droits de l'homme, et de la femme, cette notion d'obligation est

primordiale à celle de droit. En d'autres mots, il y a réglementation quand les droits de l'individu ou d'un groupe d'individus sont niés vu la non-reconnaissance des obligations nécessaires à leur exercice.

En matière linguistique, la législation québécoise actuelle existe donc parce qu'il y a non-reconnaissance de certaines obligations nécessaires à l'exercice de certains droits. Nous vous laissons le loisir de déterminer lesquelles. Par contre, une chose est certaine: le présent litige linguistique souffre de trivialité. Les législations québécoise en matière de langue ne plaisent à personne. Elles agacent les uns et inquiètent les autres. Mais comment s'en défaire? La réponse est simple: ayons recours à un peu de civilité et remplissons nos obligations envers les droits d'autrui. Les francophones devront de leur part apprendre à parler anglais afin de permettre aux anglophones d'exercer

leurs droits. Au Collège Macdonald ceci est chose faite. Les anglophones de leur part devront au moins essayer de comprendre le français afin de permettre aux francophones d'exercer leurs droits. Au Collège Macdonald, malheureusement cela reste à faire.

Une fois reconnues, ces obligations donnent nécessairement lieu au libre exercice des droits acquis et inscrits dans nos diverses constitutions, dont celle de McGill. Ce n'est certainement pas par l'interdiction injuste et unilatérale de parler français, ou d'afficher en anglais, que ce libre exercice de nos droits sera un jour réalité. D'ici-là, l'exercice de nos droits reconnus devra ce faire. Sinon, ces droits risquent de s'atrophier.

Merci,

Mylène D'Aoust

Pierre-  
Philippe Claude

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## FRANCAIS?!?

# EDITORIAL

PAGE 2

Cette édition de février est un peu spéciale. En effet, pour la première fois cette année (et sans doute depuis fort longtemps) un professeur nous écrit. Après avoir lu notre journal "étudiant", cet homme a pris le temps de répondre à une lettre ouverte. Ceci vous semble peut-être très banal. Au contraire, aujourd'hui un professeur de la faculté réalise que lui

aussi fait partie de notre vie étudiante. Nos professeurs ne nous remplissent pas seulement la tête de données et principes en tous genres, ils exercent aussi une profonde influence sur nos idées, croyances et opinions.

La semaine dernière, j'ai pris quelques instants pour rencontrer "l'homme" en question. Nous avons parlé un bon moment.

Surtout de lui, de ce qu'il est, de ses réalisations et de ses projets (à 70 ans, la vie recommence!). Lorsque je suis sorti de son bureau, j'ai alors réalisé que le campus foisonne de gens riches en culture, en connaissances, et expériences à partager. Ainsi, je sais l'importance de prendre le temps d'échanger avec les gens qui nous entourent et que trop souvent nous préférions

éviter.

Pourtant, c'est une chance que nous avons de cotoyer des gens de différentes nationalités; Libanaise, Italienne, Chinoise, Grecque, Allemande, etc... sans même quitter notre coin de pays! Nous devrions être plus attentifs et ouverts aux êtres qui nous entourent. Suivez mon conseil...

ERIC MERCIER

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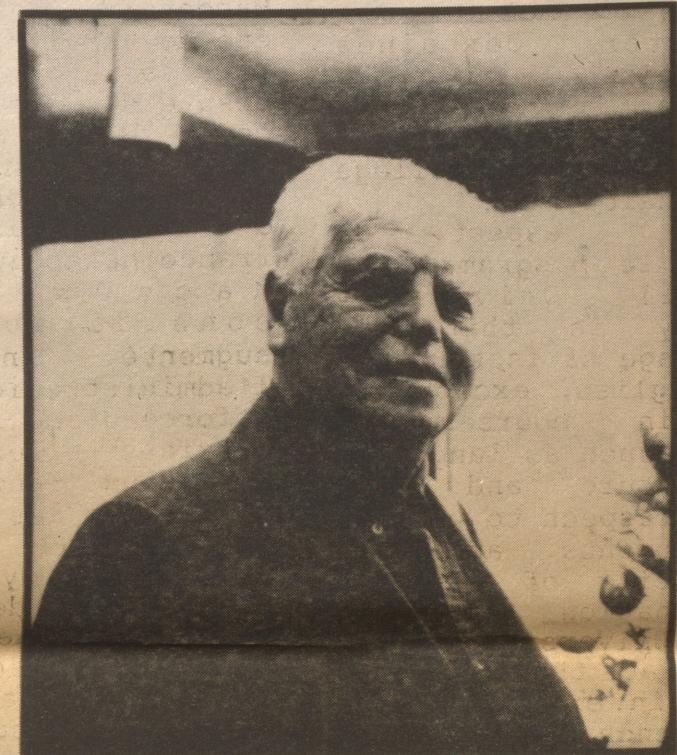
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Les lettres signées et toute autre contribution sont les bienvenues au Harvest, mais celui-ci se réserve le droit de refuser et de publier les soumissions. Les opinions émises dans le Harvest sont celles des auteurs, pas nécessairement celles du journal.

Le Harvest est situé dans le sous-sol de Harrisson House.



## IN MEMORY OF DR LEWIS A.

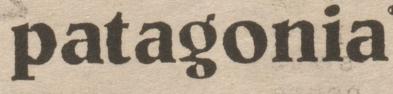
Wednesday, February 1 marked the passing of a great and generous heart, who was able to revel in and share his academic life with his colleagues and especially students for whom he was always ready to provide guidance in their studies. At the same time, he continually reminded us of the perspective in which to place these academic pursuits. He was involved in research associate in the Dept. of Agricultural Economics. Although he was convinced that the only thing that really mattered were people, his largest contributions were in the area of agriculture in Eastern Europe, for which he established a fund for an award in Dr. Fisher's name. Donations should be made payable to McGill University, Lewis Fisher Memorial Fund, Agricultural Economics and can be sent to the Canadian Agricultural Economics and Farm Management Society. A fund has been established to provide for an award in Dr. Fisher's name. Donations should be made payable to McGill University, Lewis Fisher Memorial Fund, Agricultural Economics and can be sent to the Canadian Agricultural Economics and Farm Management Society. (Dept. of Agr. Econ.)

All those who knew Lewis have experienced the profound and rare loss of a man with a

J.H.

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## LES CLOCHESES

### LETTER ABOUT A. RENE'S LETTER!

Je voudrais profiter de l'occasion pour remercier M. René de sa lettre qui a paru récemment dans le Harvest et pour apporter certaines précisions sur les points qu'il soulève concernant les services bilingues au Collège Macdonald.

With respect to academic programs, the McGill University policy is that the language of instruction is English, except for certain courses in areas such as language, literature and law. With respect to written assignments and the answering of test or examination questions the University policy is that these may be done in either English or French.

Pour ce qui est des services administratifs, l'objectif depuis la fondation du Collège Macdonald a toujours été de servir le client dans sa langue, dans la mesure du possible. Au cours des 15 dernières années, il est évident que la proportion d'étudiants francophones au Collège Macdonald a considérablement augmenté. En retour, l'administration s'est efforcé d'améliorer les services offerts dans les deux langues, en adoptant les moyens suivant: (1) fournir aux employés la possibilité de suivre des cours de langue pour perfectionner leurs connaissances d'une langue seconde et (2) s'assurer que tous

les nouveaux employés soient bilingues si leur poste les met en contact avec les membres de la communauté du Collège Macdonald ou avec le public en général.

The objective, in attempting to ensure that all services are offered in both languages, is first and foremost to ensure that these services are readily available to everyone in the Macdonald College community. However, it is my personal view that the widespread use of both English and French within the College community provides each of us with a unique opportunity to improve our capabilities in our second language. I

thus urge each of you, staff and students, when outside the classroom to seize upon this unique opportunity and to practice your second language whenever possible.

Je remercie encore M. René de sa lettre qui, j'en suis sûr, nous a fait réfléchir une fois de plus à la question de langue. J'ose espérer que cette réflexion aura pour résultat une ferme résolution de la part de chacun de nous, personnel et étudiants, d'améliorer nos connaissances en langue seconde. C'est bien ce que j'ai l'intention de faire.

Roger B. Buckland  
Dean and Vice Principle  
(Macdonald College)

### REPONSE AU SON DES CLOCHESES

En effet, nous avons l'impression de retomber en enfance grâce à la "magie" de nos cloches (au son mélodieux), d'autant plus que la plupart des étudiants(es) viennent de CEGEPs où il n'y en avait pas.

Sont-elles utiles? Oui elles le sont! Voici deux raisons qui en font preuve:

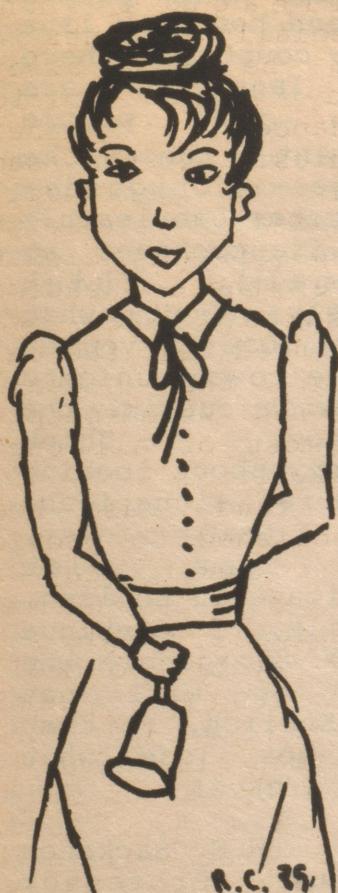
-Elles nous indiquent si l'on doit courir ou marcher pour arriver à temps à nos cours.

-Elles empêchent nos professeurs de s'épancher trop longuement sur leur sujet préféré alors que notre cours suivant est au "CC" et que nous sommes présentement au quatrième étage du

pavillon Raymond!

Ces avantages, bien sur, n'empêchent pas que ces cloches nous cassent les oreilles. Mais pour ce qui est de les accuser de donner une allure militaire au collège, je ne suis pas d'accord: je ne crois pas que leur existence affecte la vie étudiante, pas plus qu'elle ne soit responsable de notre assistance (ou absence) au cours.

En conclusion, les cloches ont leur raison d'être; il ne faut pas se sentir atteint dans notre maturité chaque fois qu'elles sonnent! Ouch!  
Sadia Bonis  
membre CFSEA  
U2 rep. DHNUS



## OPEN LETTERS

PROFESSOR'S RESPONSE TO  
"ET LES SERVICES EN FRANCAIS AU  
COLLEGE ?"

This being Sunday morning, I had to come in the front door of the Macdonald Stewart building to get to my office, so saw and took the opportunity to read The Harvest. The letter from A. René, "Et les services en français au College?" interested me enough that I am offering a personal opinion on it.

If francophone students choose to attend Macdonald College only because they live somewhere in the Montreal area and it is cheaper or more convenient for them than moving elsewhere to take a degree in Agriculture, the sentiments expressed in the letter are understandable. Francophone students were certainly in the majority in the last classes I taught, in 1982-1983, and I imagine they are in an even greater majority now. Then, as always, the College was eager to serve the greatest possible number of students, and was particularly proud that so many francophones chose to come here. I am certain that the desire to serve, and the pride in attracting francophones, are at least as great now. Providing service to francophone students in their first language to make them feel at home here should certainly be a high priority.

There is another very important reason why francophone students do, and should, come to Macdonald College, whether or not it is convenient to do so.

That reason was made clear to me when I first came here to begin graduate work after graduating from the University of Manitoba in 1938, and it was repeated in conversation by many of my undergraduate and graduate students after I returned here a professor in 1960. It is to learn a second language, not merely by studying it, but by having to learn new subjects and to work in it.

The second year of M.Sc. work here, I was the only anglophone in a class of six or seven in a couple of graduate courses. The others, francophones all, could speak practically no English when they arrived. There were only thirty five or so graduate students on campus then, and about six hundred people in all the courses offered, including Education. Very few of the undergraduates were francophones. The saying that "Necessity is the best teacher" was as true then as when it was first coined; the francophone graduate students HAD to learn English to get along, and they did so, very well indeed. Without the opportunity, and need, to practice constantly, it is much harder to learn a language.

I speak from bitter personal experience. Five years of French classes in secondary school in Manitoba (with good marks) gave me some knowledge of grammar and the ability to read, but no



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facility whatsoever in speaking the language. The quick switch to English by people in Ste. Anne and Montreal when I tried to talk to them in French, with my Manitoba accent, gave me no opportunity to learn to speak while I was here as a graduate student, nor after I came back as a professor. I insist it was not just stupidity on my part; I learned to communicate in Spanish within three months, starting "from scratch", when my family and I were located on an isolated research station in Uruguay. Whatever limited facility I now have in French was acquired during a "stage" of six months in France twenty years ago; people there had to wait until I found the right words, so I actually learned to speak the language.

This is longwinded, but it is pertinent. If everyone on campus automatically replies in French to any student whose English is accented, or otherwise less than perfect, what chance will that student have to practice English, if learning that language is indeed one of his or her academic objectives? Now that francophones are in the majority, their conversation between and after classes is almost exclusively in French. When and how are they going to get practice in speaking English? Will all those who would like to master the second language have to go

west in Canada, or south to the U.S.A., for graduate work or a job?

I can assure you that there is nothing political in my obvious enthusiasm for bilingualism; my enthusiasm is greater still for multilingualism. In this age of travel, when so many students take almost for granted what my generation could not even dream of doing, such as taking off for a few months or a year to go backpacking all over Europe, Asia, North Africa, a working knowledge of several languages is a tremendous advantage. I can assure you that even at my age, knowledge of four languages has let me learn and appreciate much more what people think and how they live in the countries where those languages are spoken, than people dependent on the average tourguide-interpreter can learn.

So, francophones at Macdonald; think seriously about what you may lose if you do not have to communicate in English outside the classroom. Think seriously about looking for more situations, rather than fewer, where you must communicate in English. Meanwhile, I continue to look for people who cannot or will not speak English, so that I do not lose what French I have!

W.E. Sackston  
Emeritus Professor  
Plant Pathology

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## WHY?

The article may hurt or anger many people, but that is not its intention (really!). I would like only to hopefully awaken them.

In the last two Harvest editions, I read nothing but sad commentaries on life at Macdonald College and very depressing poems. One article was suggesting that prejudices are running rampant at Mac. The person went on about how some Mac people do not like french speaking people or at least they don't like the language. Another article complains about how conditions at Mac were deteriorating day to day. The poems seemed to add to my depression since they talked about death!! In the last edition, just before Christmas, there was all but one Merry Christmas and Happy New Year wish.

I wish I could dismiss all these negative thoughts and visions of life at Mac. Had I been writing this article three years ago, I would have violently stood up and protested. Unfortunately, its three years later and I've either been in some kind of magical mystery tour for the past three years or things have really gotten this bad.

Yes, things have gotten very bad! Three years ago I came to Mac after spending one full year at the downtown campus. I was alone, had classes of 200-600 people each, and my marks were not representative of the amount of work I was doing. I would have continued there, but I just could not stand the atmosphere nor the people that were associated with that campus. Much to my surprise, at Mac I found a better atmosphere in which to study. The school was super clean, the students and professors were super kind or at least approachable, and the computer room was a

welcomed surprise. In general, this place was a heaven when compared to the LEGENDARY downtown McGill campus.

Today, the classrooms, labs and buildings in general are kept very dirty. Pretty soon, we'll have more mice running around in our classrooms, labs and offices than in the old Macdonald dairy barn. Oh, maybe you haven't seen them, well I have and have killed app. 20 (in 2 weeks time). The computer room is always being occupied by professors, or outsiders. Why don't the professors practice on their personal computers (there is one in almost every office). Secondly, the computer room is always in a mess and the printers never have ribbons. Excuse me, but I don't read brail and neither do my professors.

But the most disappointing thing at Mac these days, is the people in general. English people can't stand french speaking people, French speaking people can't stand English speaking people, foreign students have problems with or can't stand Canadian students, etc. Professors are no longer approachable and students and professors even within the same department working against each other instead of together.

I don't want to sound like Dear Abby, but as Peter, Paul and Mary said, "This land is your land, this land is my land". I say this school is your school, this school is my school and maybe we should take care of it before it is lost. I hope that 1989 will see the return of love, compassion and most importantly respect for your fellow student. I hope also, that articles such as this one will no longer appear in the Harvest.

Be Happy (T.D.)

## ONE STUDENT'S OPINION

As I walk on the Macdonald College campus, my boots crushing the salt, I think to myself, "what is this doing to my environment?" I feel that there is far too much salt being spread on the asphalt on the grounds of the University and the surrounding areas. As a student at Macdonald College, like all others (I hope), I am concerned with my environment. I think that we are part of a real contradiction. We are attending this University to learn about conserving our environment for its own benefit and also for our own. It is very difficult to stand by and see all of this salt that will

eventually leak into our waters. There are many disadvantages to salting the roads, as we all know. It rusts cars, ruins shoes and boots as well as cracking the asphalt; but the most important one is that it affects our trees and water sources. I think that other alternatives should be used. More biologically safe methods of getting rid of the ice are being asked in the United States. I think that it is a high price to pay environmentally to have dry pavement.

Just thought I would share this idea with you

Astrid Queenneville (C.F.S.E.A.).

## LETTRE OUVERTE AU HARVEST

De quoi aurait l'air ce cours dans une autre université ? C'est une interrogation commune lors de moments de questionnements évasifs au milieu d'un cours. Nous arrivons dans le système universitaire avec un esprit si peu critique, que nous sommes portés à considérer l'institution choisie comme tout à fait appropriée.

On devrait nous présenter dès les premières sessions, l'orientation des différentes institutions qui nous sont ouvertes. Chacune est malheureusement avare de la clientèle acquise grâce à son "image", et ne daignera pas investir dans ce processus.

Dans le cas des étudiants en agriculture, les étudiants québécois font face à une injustice sournoise: choisir entre les deux seules institutions au Québec dispensant des étudiants en agro-économie

programmes en agriculture, implique directement choisir d'étudier en anglais ou en français.

C'est une contrainte qui affecte une richesse que nous avons; celle d'être "né en français" tout en ayant accès (à distance pratique) à une autre culture différente. Pourtant, notre poids démographique devrait nous permettre de choisir, sans contraintes linguistiques, entre des institutions d'idéologies différentes.

Quand, nous québécois, serons-nous capables de faire la part des choses, de construire nos choix plutôt que d'en subir l'étricité? Un ami me rappelait ces mots de Félix Leclerc: "Les pires ennemis des québécois sont des québécois."

Eric Giguère

Partie I: Droits et libertés fondamentaux  
1. Chaque étudiant jouit à l'Université de tous les droits et libertés reconnus par la loi.

2.1 Chaque étudiant a droit à l'égalité de traitement de la part de l'Université; ce droit ne doit pas être restreint par la discrimination fondée sur la race, la couleur, l'origine ethnique ou nationale, l'état civil, la religion, la foi, les convictions politiques, la langue, le sexe, l'orientation sexuelle, la situation sociale, l'âge, un handicap personnel ou l'utilisation de moyens pour pallier celui-ci.

2.2 Est réputée non discriminatoire une distinction, exclusion ou préférence fondée sur les aptitudes ou qualifications scolaires ou physiques pertinentes exigées de bonne foi.

3. Chaque étudiant a droit à la sauvegarde de sa dignité et à la protection de l'Université contre la conduite vexatoire d'un représentant de l'Université agissant à titre officiel.

4.1 Chaque étudiant a le droit d'être exempt d'avances sexuelles de la part d'une personne en situation de lui offrir ou de lui refuser un avantage universitaire ou toute possibilité se rapportant au statut d'étudiant, lorsque cette personne sait ou devrait raisonnablement savoir que de telles avances sont importantes.

4.2 Chaque étudiant a le droit d'être exempt de représailles ou de menaces de représailles en raison de son refus d'avances sexuelles, lorsque de telles représailles ou menaces sont le fait d'une personne en situation de lui offrir ou de lui refuser un avantage universitaire ou toute possibilité se rapportant au statut d'étudiant.

5. L'Université a l'obligation de veiller à ce que les décisions et mesures administratives soient prises en tenant équitablement compte des intérêts connus et légitimes des étudiants.

6. Les décisions administratives ne peuvent empiéter sur les droits conférés aux étudiants par les règlements.

7. L'Université a l'obligation de maintenir des conditions d'apprentissage et d'étude sécuritaires et convenables.

8. L'Université a l'obligation de veiller à ce que l'on prenne des mesures adéquates pour protéger la sécurité personnelle des étudiants sur la propriété de l'Université.



# CHARTRE DES DROITS DE L'ETUDIANT



## Partie II: Droits relatifs à l'enseignement

9. Chaque étudiant a droit à un enseignement de qualité. L'obligation correspondante de l'Université est remplie lorsque celle-ci:

(a) offre un enseignement apte à donner aux étudiants un niveau de compétence adéquat dans la discipline pertinente, et  
(b) fait tous les efforts raisonnables pour maintenir la qualité de l'enseignement qu'elle dispense.

10.1 L'Université doit fournir aux étudiants des renseignements suffisants sur les cours pour leur permettre de faire un choix de cours éclairé. Ces renseignements doivent porter notamment, s'il y a lieu, sur:

(a) les préalables des cours,  
(b) les descriptions de cours,  
(c) la liste des cours offerts,  
(d) la méthode d'évaluation, et  
(e) la modification de l'emploi du temps.

10.2 Chaque chargé de cours doit remettre à ses étudiants un aperçu général écrit de son cours durant la première semaine des cours. Cet aperçu doit contenir les renseignements suivants, selon

les besoins:

- (a) une description des sujets qui seront abordés durant le cours;
- (b) une liste des textes et autres documents dont la lecture est obligatoire et recommandée;
- (c) une description des méthodes d'évaluation qui seront employées durant le cours;
- (d) les heures où le chargé de cours peut recevoir ses étudiants, l'emplacement de son bureau et son numéro de téléphone pour prendre rendez-vous avec lui.

11. Lorsque l'Université offre aux étudiants un choix de cours ou de blocs de cours, elle doit pourvoir à la modification raisonnable de l'emploi du temps.

12. L'évaluation du rendement d'un étudiant dans un cours doit être juste et raisonnable, et refléter le contenu du cours. La méthode d'évaluation doit être portée à la connaissance de l'étudiant dès que possible.

13. A moins que la méthode d'évaluation ne rende une telle détermination impossible, chaque étudiant a le droit d'être informé sur demande de sa position ou de son rendement dans un

cours pendant que ce cours se donne.

14. Sous réserve de modalités administratives raisonnables et pourvu qu'il le demande dans un délai raisonnable après avoir eu connaissance d'une note, chaque étudiant:  
(a) a le droit de consulter tout travail écrit pour lequel il a reçu une note, et de discuter de ce travail avec l'examinateur, et  
(b) a droit à une révision impartiale et compétente de toute note.

15. Chaque étudiant a le droit de rédiger ses dissertations, examens et thèses en français ou en anglais, sauf dans le cas des cours dont l'un des objets est la connaissance d'une langue.

16. L'Université a l'obligation de communiquer aux étudiants les renseignements disponibles pertinents concernant l'aide financière offerte par les organismes de financement publics pour la poursuite d'études supérieures.

17. Chaque étudiant a accès au financement sans concours auquel il est admissible, et les critères d'admissibilité ne doivent pas être arbitraires; les demandes d'un tel financement présentées à l'Université doivent être évaluées avec équité et impartialité.

18. L'Université a l'obligation de faire son possible pour procurer une direction de recherche adéquate pour les travaux de deuxième et troisième cycles, en tenant compte des préférences de l'étudiant.

19. Chaque étudiant a droit à des remerciements effectifs et explicites pour les recherches ou l'aide dont un membre de l'Université lui est redevable dans la préparation d'un travail universitaire.

## Numéros importants:

Ombudsman: Prof. Werk 398-7070

Evaluateurs en cas de harcèlement sexuel:

Linda Christensen, 398-4473; Prof. Morton Weinfeld, 398-6846; Prof. Pat Wells, 398-4504; Prof. Katrine Stewart, 398-7865.

Doyen des affaires étudiantes:

Doyen Gopnik 398-4990



## Senate: What is its purpose?

Senate is McGill University's academic parliament, and the highest decision-making body on campus, subject only to the authority and powers of the Board of Governors. Its main responsibilities are to set and administer policies directly related to students. Among its duties, Senate ratifies the academic calendar, sets admission standards and determines exam and curricula policies. Student Representation on Senate

In 1970, thirteen student positions were created on the McGill Senate. There are now nineteen student Senate positions. The two main reasons for student representation on Senate are:

1) the need to democratize the University governmental system. Since the decisions made by the University government directly affect students, students should participate in the decision-making process.

2) students have different viewpoints and perspectives. Major concerns among students could easily go unnoticed, simply because such concerns might never occur to those who are not students.

Student Senators have Senate/Board Caucus meetings the day before each Senate meeting, in order to discuss the relevant issues on the agenda. The Senate meets every second Wednesday at 14h20 in the Faculty Council

room (Leacock 232), and meetings are usually open to the public.

Students should voice any concerns they may have to their Student Senators since a solution could be found at Senate. You may contact your Senator Cl. Kim. at Harrisson House on Friday.

What have your student Senators done for you lately?

The Senate has over 25 committees, including grievance and disciplinary committees. Over the past two years, student representation on these committees has almost doubled, due in large part to the efforts of the student Senators. This has resulted in the better representation of student needs at McGill University.

Student Senators played a large part in the Senate decision to adopt the Charter of Student Rights, the first of its kind in Canada. Last year, on the request of student Senators, the Senate amended the Charter to include an article which now requires all instructors to provide students with a written course outline during the first week of classes.

Last October, The Senate adopted the timetabling schedule for the next two academic years, and as a result, our spring break will return to its original February slot in 1990. This should come as a relief to students who will have no spring break this year.

The most important

1. Every student enjoys within the University all rights and freedoms recognized by law.  
 2.1 Every student has a right to equal treatment by the University; this right must not be impaired by discrimination based on race, colour, ethnic or national origin, civil status, religion, creed, political convictions, language, sex, sexual orientation, social condition, age, personal handicap or the use of any means to palliate such a handicap.

2.2 A distinction, exclusion or preference based on relevant academic or physical aptitudes or qualifications required in good faith is deemed non discriminatory.

3. Every student has a right to the safeguard of his or her dignity and a right to be protected by the University against vexatious conduct displayed by a representative of the University acting in an official capacity.

4.1 Every student has a right to be free from a sexual solicitation or advance made by a person in a position to offer or deny to the student an academic advantage or any opportunity pertaining to the status of student, where this person knows or ought reasonably to know that this solicitation is unwelcome.

4.2 Every student has a right to be free from a reprisal or threat of reprisal for the rejection of a sexual solicitation or advance where that reprisal is made or threatened by a person in a position to offer or deny to the student an academic advantage or any opportunity pertaining to the status of student.

5. The University has an obligation to ensure that administrative decisions are made, or actions taken, with fair regard for the known and legitimate interests of students.

6. Rights conferred upon students by regulations may not be infringed upon by administrative decisions.

7. The University has an obligation to maintain safe and suitable conditions of learning and study.

8. The University has an obligation to ensure that adequate measures are taken to protect security of students on university property.



# STUDENT CHARTER OF RIGHTS AND FREEDOMS



## Part II: Academic Rights

9. Every student has a right to a quality education. The University's corresponding obligation is fulfilled where:

(a) the University offers an education capable of providing students with an adequate level of competence in the relevant field of study, and  
 (b) The University makes every reasonable effort to maintain the quality of education it dispenses.

10.1 The University shall provide students with sufficient course information to permit the student to make informed course selection. This information should include, where appropriate:

(a) pre-requisites for courses,  
 (b) course descriptions,  
 (c) course availability,  
 (d) the method of evaluation, and  
 (e) change of course periods.

10.2 Every instructor shall provide students during the first week of lectures with a written course outline. This information should in-

clude, where appropriate:

(a) a description of the topics to be considered in the course,  
 (b) a list of required and recommended readings and other materials,  
 (c) a description of the means of evaluation to be used in the course,  
 (d) the instructor's office hours for students, office location and telephone number for office appointments.

11. Where students are permitted a choice of courses or course loads, the University shall provide a reasonable change of course period.

12. The evaluation of a student's performance in a course shall be fair and reasonable, and shall reflect the content of the course. The method of evaluation shall be made known to the student as soon as practicable.

13. Unless the method of evaluation renders such a determination impossible, every student has a right to be informed upon request of his or her standing or performance in a course while



the course is in the process of being taught.  
 14. Subject to reasonable administrative arrangements, and provided the request is made by a student within a reasonable time after the notification of a mark:

(a) every student has a right to consult any written submission for which he or she has received a mark and a right to discuss this submission with the examiner, and  
 (b) every student has a right to an impartial and competent review of any mark.

15. Every student has a right to write essays, examinations and theses in English or in French except in courses where knowledge of a language is one of the objects of the course.

16. The University has an obligation to provide students with available relevant information concerning financial assistance offered by public funding bodies for the pursuit of higher learning.

17. Every student shall have equal access to non-competitive funding for which they are eligible, and criteria for eligibility shall not be arbitrary; applications to the University for such funding must receive a fair and impartial evaluation.

18. The University has an obligation to make reasonable efforts to provide adequate research supervision for graduate work, with due regard to the preference of the student.

19. Every student has the right to the due and explicit acknowledgement of any indebtedness owed to him or her by a member of the University for research or assistance in the preparation of an academic work.

## Important phone numbers:

Ombudsman: Prof. Werk 398-7070

Sexual Harassment assessors: Linda Christensen: 398-4473; Prof Weinfeld: 398-6846; Prof. Wells 398-4504; Prof Stewart: 398-7865  
 Dean of Students: Dean Gopnik 398-4990

accomplishment of all, but probably the least obvious to the McGill students, is that of ensuring that students' best interest are served in the place where decisions which affect us all are made; the McGill Senate.

What will your student Senators do for you in the future?

-Many McGill students are aware of the "J" grade controversy which arose on campus this year. The student Senators will undertake to solve this problem by asking the administration to investigate the matter and to make the "J" system work for the students, as opposed to against them.

-In many faculties at McGill, parts of the exam policy are not consistent with one

another, which is a problem since students in all faculties should have the right to an equitable exam system. One of these areas is that of the "supplemental exam". The student Senators plan to resolve this by making supplemental exams consistent across campus, so that students in all faculties will be subject to the same rules.

-An important issue which the student Senators will address in the future is that of security in our University libraries. The present system can and will be improved, and this will certainly be more beneficial to students. Changes are needed and the student Senators will work towards that goal.

-The most important issues which will be addressed at Senate are the ones chosen by you, the individual student. Student Senators are elected to represent YOU, so why not use them in this capacity. We can make a difference on Senate, and we will make a difference, but we need your input. So please... GET INVOLVED!

Board of Governors-Undergraduate Representative: Geoff Moore and

Peter Tarasoff  
 AGRICULTURE SENATOR:  
 CLERANCE KIMANYI  
 Arts Senators:  
 Alexandria Pike and  
 Robert Steiner  
 Continuing Education Senator: Titi Nguyen

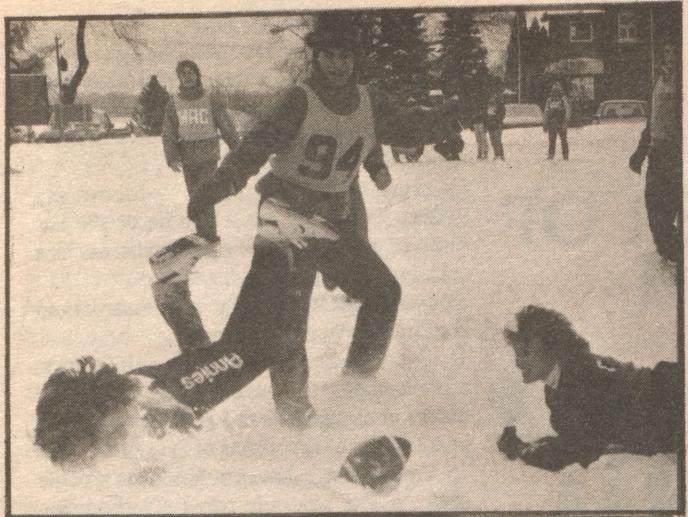
Dentistry Senator:  
 George Lee  
 Education Senator: Mark Kannon

Engineering Senator:  
 Santo Manna  
 Graduate Senator: James Owen

Law Senator: Neil Rabinovitch  
 Management Senator:  
 Salim Manji  
 Medicine Senator: John Kelsall

Music Senator: Randy Wilk  
 Science Senators: Tarek Razek and David Yang  
 Ex-Officio Student Senators: Nancy Cote (SSMU President) and

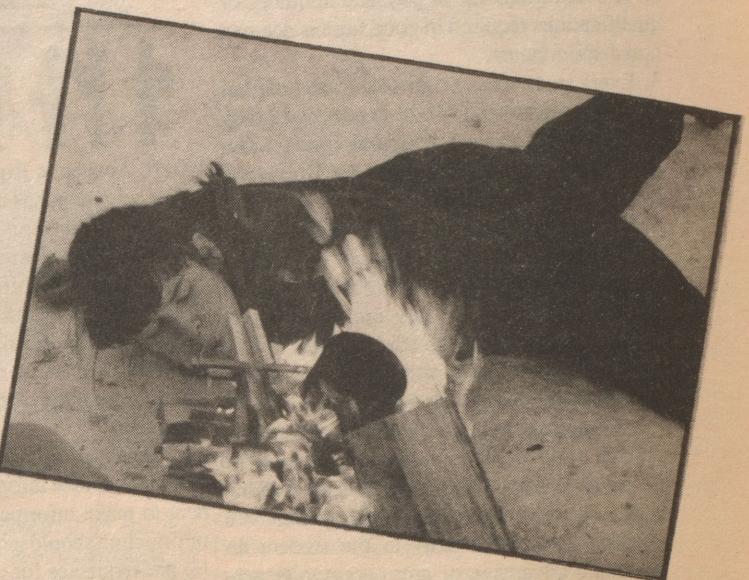
Maria Battaglia (SSMU VP University Affairs).  
 Students' Society Of McGill University



## FROSTY FROLICS



## WINTER CARNIVAL '89



Carnival time came last January to our dear Mac. The fun started off with the Udder Bowl on Thursday the 26th. Winter adds difficulty to more than the play, as our registrar / line judge put it: "Where's the yard line?". Naturally our gracious students let the staff win in the end. After sports came the Talent Show, great performances by everybody, but has anybody seen the AH-WHIMM-BO-WAP women around lately? The "Ceintures fléchées" won for their talentuous performance but comedian Lorne Elliott stole the show with his rib tickling skits. Certainly no one will forget his imitation of an Elvis "too young to die, too fat to live".

With Friday came the House Crawl and the Cross-Country race; these "athletic events" were only a prelude to Saturday's action.

The 28th annual Mac Woodsmen Competition started Woodsman style (early that is) and finished off with the traditional water boil as the sun was setting. The action was continuous as the teams from Nova Scotia to Ontario battled it out. Later on, it didn't matter whether you had won or lost, but rather how fast you could get to the bathroom, as the post competition Beer Bash held true to its reputation of record beer consumption. Meanwhile Mac was battling it out on the ice with agricultural archrival Laval. (we lost).

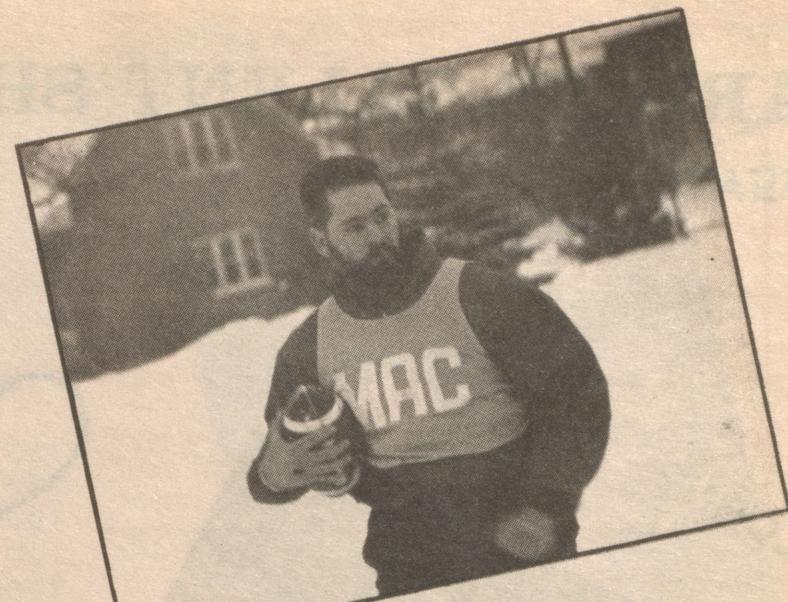
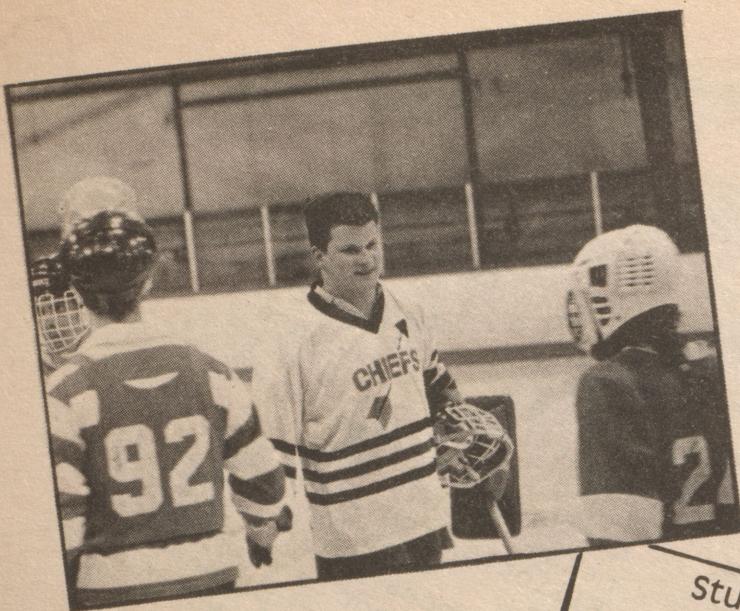
The action resumed at Glenfinnan rink on Monday night for the Frosty Frolics broomball tournament. Ed- our correspondent never quite figured out who won, and couldn't find someone who knew in the computer room at 10 PM on the ninth of February! The Brass' gradually filled up with the winners and losers that weren't going skiing the following morning.

While some of us stayed here to catch up on studies and laugh at the awfull weather, others took to the slopes of Mount Orford on Tuesday to finish off the Carnival in a healthy way.

Well it's back to the books until next year, but let's not forget the people behind this event that made life here more enjoyable.

P. Chamberland





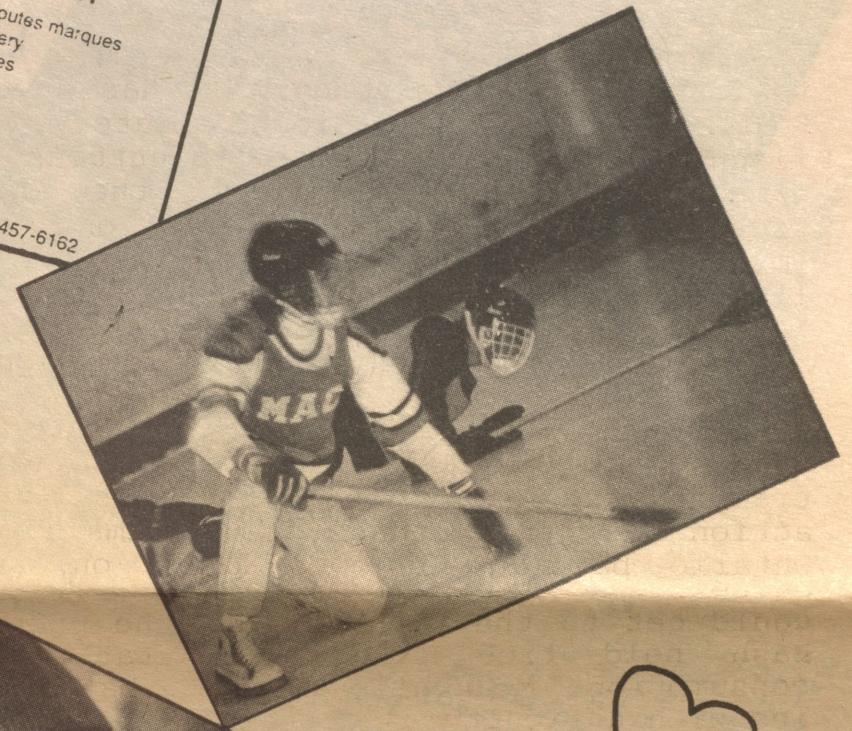
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# VARIETY TALENT SHOW

FEATURING

LORNE ELLIOT,



LORNE ELLIOT,



AND LORNE ELLIOT

As the echoes of Peter Gabriel's "Sledgehammer" died out and the stage "soft glow" dimmed to a soft glow, the nine-o'clock audience gathered in anticipation, ready to be entertained. Ron Johnson's introductions and sidecracks started the show rolling despite the minor microphone difficulties. The first act, presented by the trio, Les Ceintures Fleches, got the bar clapping to the beat of traditional French-folklore—a Canadian sound foreign to the rhythm of Mac's Deep End. Vocal and instrumental pieces followed, first, Anne Marie and then followed by Theresa Manuel. Between the two piano performances came the unexpected Jungle song: a half-sung-half-laughed routine given

by a duo that seemingly had not put in enough rehearsal time. Then came the awaited moment: Lorne Elliot stepped onto the stage. With round spectacles perched upon his beaklike nose, a flaming orange, shirt, a and unmanageable mass which drooped over his face and which he raked away from his face constantly, the special guest stood, making the fashion statement of the evening. From his puns on French Montreal districts to his 100-revolutions-per-minute "The Smallest Things Known to Man" to his visions on the major reproductive, genetic, and behavioural differences separating men and women, the music-making comedian drew peels of laughter from the humour-hungry crowd. Elliot was even as considerate as to request a collective resinging of the Jungle song. Elliot at the guitar, shattering music of "Six Feet From Her Bed" with who else but Elliot at the guitar. The show was a success: people had a superficially grand success: they were laughing, their talent was on display, and their comments on how grand Elliot was. However, when a comparison is made between the guest and the crowd's reception, the crowd's reception is the invited guest and the performers, the student and the small talk contrast is enough to make anyone puke. The continuous small talk during the show first half even those sitting near the stage from catching either the music of the introductions. Johnson had to solicit the crowd to obtain the first four acts. This



lack of recognition (not to mention courtesy) was remains totally unjustifiable because the performances were sudden means Elliot's inferior to appearances, contrary. In fact, song was not a simple blunder but a planned "foul-up" upon which Elliot could upon a planned group singing build his purpose of this article was not to condemn the value of entertainment but to question the artistic organizing the talent show in which the ability is down played a little to receive the opening performance at a rock concert. Let us give it a chance to develop.



## CRIMEWATCH : BOWSER AND BLUE HIT THE DEEP END.

On Thursday the 2nd of February 1989, Montreal's favorite comedy duo, the infamous Bowser and Blue were observed by a crowd of hundreds at the Macdonald College Deep End Bar performing various extremely humorous songs and routines. International Copyright laws were blatantly violated in the name of humour as classic songs such as the "theme to the Muppet Show" were massacred in unauthorized performance.

The duo however did not perform a series of jokes that would be expected in an agricultural college. Yes the Egg Jokes ("they only get laid once...") were missing. No one noticed though since all eyes were fixed on Mr. Bowser as he picked on innocent victims in the audience (Kim was last seen riding off into the sunrise on her Harley, please call up Childfind if you match her face to the Milk Carton.).

The suspects are armed with various devices furthering their cause (ie. caps with male genitalia attached, plastic grenade launchers, kimonos...) and should be considered extremely humorous. Among those especially targeted: Eaton clerks, Suzanne Vega (aka Pinto), Tommy Schnurmacher and men with small implements.

Although their whereabouts are uncertain at this time, possibilities are they will return to the scene of the incident due to the reaction of their audience. "They were farcical!" expressed one witness to the incident - the woman was soon returned to her Victoria, B.C. nursing home-. However, they are known to regularly frequent a downtown establishment: The Déjà vu Pub on Bishop street (sorry, rue de l'Eveque / no not Dorchester!).

Watch out!

P.S.: This was supposed to be another standard "Harvest" article and I even interviewed (kinda) the guys, but the Sony gave out -really- and it's too late at night to be normal for now.

P. Chamberland



## BOOKSTORE! BOOKSTORE! BOOKSTORE!

First of all, let me take this opportunity to thank you and your staff for your efforts in publishing The Harvest. It is vital to our community that we have a publication to inform us of the various activities going on and to provide a forum for the airing of views on how the quality of life on our Campus, as part of McGill University, can be improved. In this regard, I was pleased to read the two articles on the establishment of a cooperative on our Campus. However, it is my opinion that the fundamental issue is not whether there should be a cooperative but rather how best we can provide a top quality bookstore to serve the needs of the Macdonald College community.

In my view, our bookstore should do the

following: (1) Provide the required textbooks, which is a University obligation, for the courses offered at Macdonald College, at the best possible prices. (2) Provide the best possible selection of supplies at the best possible price. (3) Be open during hours which are appropriate in order to ensure that the needs of our community are met. (4) Bring together in one location all the items currently sold on this Campus which are usually found in a University bookstore.

To achieve these objectives we must have a mechanism which enables the user community (students and staff) to have input with respect to the operation of our bookstore. Furthermore, I believe that any net surplus in income from our bookstore should be

used, in the first instance, to improve services and, after that, any remaining surplus should be returned to the primary users, i.e. the students, through the Macdonald College Students' Society. In addition, it is my view that our community is relatively small in terms of how large an inventory we can afford to carry. Thus, it is desirable to have a bookstore which will have access to a large inventory.

In order to have the type of bookstore we all desire open for business in September, 1989, I have established a Bookstore Advisory Committee consisting of: Mr. M. Barré, Area Personnel Officer; Mr. A. Beaudry, Macdonald College Co-op Committee; Mr. H. Bitschofsky, Marketing Manager, McGill

Bookstore; Mr. A. Charade, Director, Administrative Services; Ms. L. Cousineau, President, Macdonald College Students' Society; Dr. R. Titman, Professor and Associate Dean (designate). The Committee is chaired by Mr. Charade and is to bring forward specific recommendations to me by April 30 of this year.

I urge everyone who has suggestions with respect to ways of improving our bookstore, to make them known to a member of this committee, as soon as possible. Furthermore, the Committee will serve as a standing committee with respect to Macdonald College bookstore operations.

Roger B. Buckland  
Dean, Faculty of  
Agriculture & Vice-  
Principle (Macdonald  
College)

# MOTS DE VOS ASSOCIATIONS

## BETTER LIFE MENUS

The latest educated meeting organized by the CFSEA took place Thursday, February 2, 1989. It was an honor to have as guest speaker, Lorraine D. Paquette, programming agent and dietitian-nutritionist, responsible for the hypercholesterolemia secteur of the Community Health Department, Lakeshore. She is the innovator of the "Better life Menus" found in several restaurants and hotels on the West Island. These menus maintain the originality and quality of the regular menu items but reduce fat from 30% to 50%. This is an important consideration for today's population, since 52% of the current one is touched by cardio-vascular disease which makes it a leading cause of death in North America.

The CHD has designed a live prevention program against the four major risk factors of cardiovascular diseases. These are hypertension, lack of exercise, smoking and hypercholesterolemia (high levels of blood cholesterol). Although studies may not have proven that elevates amounts of fats, especially highly saturated fats such as coconut and palm oils, are a direct cause of these diseases, evidence shows an apparent link between the two. Yet, one cannot claim that certain foods will help maintain a healthier heart but a pragmatic view interprets the present evidence as sufficient to start working on prevention and change.

These changes have to take place at the level

of restaurants, the clientele and associates. These are the objectives of the "Better life Menus", which are growing steadily and rapidly. At the present time, the network consists of eight restaurants

listed below. Their participation and those to come will certainly contribute to initiating a new era in the food service industry.

CAROLINE BRETON,  
President of CFSEA

The following restaurants now serve these menus:

GALLOO'S RESTAURANT  
187 Hymus  
Pointe-Claire, Quebec  
H9R 1E9  
Tel: 695-4411

PLACE MIRRA  
68 de Lourdes  
Pointe-Claire, Quebec  
H9S 4R2  
Tel: 695-6222

CLUB DE GOLF DORVAL  
2000 Reverchon  
Dorval, Quebec  
H9P 2S7  
Tel: 631-6624

YMCA SNACK BAR  
230 Brunswick  
Pointe-Claire, Quebec  
H9R 5N5  
Tel: 630-9622

RESTAURANT EDELWEISS  
175 Chemin Stillview Road  
Pointe-Claire, Quebec  
H9R 4S3  
Tel: 695-5909 / 695-0310

WINDMILL SHOP  
160 Stillview  
Pointe-Claire, Quebec  
H9R 2Y2  
Tel: 630-2127

LE BIBELOT  
&  
CAFE DU MOULIN  
Holiday Inn - Montreal Pointe-Claire  
6700 Route Transcanadienne  
Pointe-Claire, Quebec  
H9R 1C2  
Tel: 697-7110 ext. 6101

LE VIEUX PECHEUR  
1300 Trans Canada  
Dorval, Quebec  
H9P 1H7  
Tel: 683-1320

## EST-CE UN OISEAU, EST-CE UN AVION...

Mais non! C'est le DHNUS et il vole bas par les temps qui courent. Au fait, saviez-vous que le DHNUS, c'est littéralement

" Dietetics and human nutrition undergrads society " ? Cette société représente 20% des élèves de Mac Donald College étudiant présentement en diététique ou nutrition.

Chaque année il y a de vos frais d'inscription qui servent, entre autres choses, à financer ce groupe. Ces fonds sont affectés à la mise sur pied de services et d'événements spéciaux dont tous les étudiants du collège peuvent bénéficier.

Puisque nous fréquentons une faculté d'agriculture et que l'AUS est plus spécifique à l'épanouissement des programmes reliés à l'agriculture, il

semblait important que les programmes de diététiques et de nutrition aient leur propre société et participent aussi à la floraison du clan Mac Donald.

Pourquoi une société aussi utile volerait-elle bas? A cause de la communication; voilà une réponse à consonnance philosophique que l'on s'attend à entendre au " Mc Gill nightline " plutôt que dans une société étudiante.

Il y a de la brouille dans les messages au fur et à mesure qu'ils montent ou descendent dans la hiérarchie de l'exécutif. Des réunions où la moitié de l'exécutif se présente n'améliorent pas le sort du groupe.

J'aimerais rappeler que si l'on veut mettre des projets sur pied, il nous faut tous les membres d'un groupe pour bien répartir les

tâches et obtenir un travail d'équipe efficace et productif. C'est à cela qu'une réunion doit servir! Lorsque l'on ne peut vraiment pas s'y présenter, la moindre des choses serait de se renseigner au sujet des décisions prises. Ca prend pas la tête à Papineau et ça évite des délais d'exécution lorsqu'un projet est en branle. De plus, connaissant le but de nos actions et les résultats à obtenir, on ne devrait pas continuellement avoir à attendre un "réinforcer" (comme le dirait si bien le Dr. Stojak), de nos supérieurs. "Est-ce que c'est ça maman ?" Non, on en a passé l'âge!

En résumé, si nous voulons atteindre nos objectifs en tant que groupe, chacun ferait mieux de s'occuper des moyens à prendre pour les réaliser, plutôt

que de sa position au sein de l'exécutif.

Il n'y a pas que le président qui puisse avoir des idées, vous aussi en êtes capables. Vous n'êtes pas handicapés de votre cerveau ou de votre initiative parce que vous n'occupez pas une place de premier plan dans le groupe.

Ainsi, lorsqu'une décision est prise, qu'un objectif est visé, prenez donc vos responsabilités et faites ce que vous avez à faire; il n'y a pas que votre curriculum vitae à remplir, les membres aussi ont droit à voir leurs attentes réalisées.

Ces problèmes peuvent surgir dans n'importe quel groupe étudiant. Raison de plus pour en parler et faire réfléchir les esprits somnolents!

Sadia Bonis  
U2Rep. DHNUS  
membre du CFSEA

## DE L'EXCLUSIVITE SEXUELLE DANS LE MARIAGE...

J'ai lu avec avidité l'article de Maurice Champagne sur l'écologie de l'être humain dans la Presse du 23 septembre. Il a raison de sonner le tocsin.

Je suis consultant Matrimonial depuis plus de vingt-cinq ans et j'ai vu la pollution faire son oeuvre sur le couple et la famille. Je témoigne aussi de la détresse des enfants des divorcés. Ce sont eux qui me font prendre la plume. Vous me direz: instinct paternel. Je vous répond: amour

L'an passé, nous avons eu 35 000 divorces: 7 000 personnes qui s'étaient aimées se sont quittées au nom de la loi. Poutant Bizet vous dit: "l'amour est enfant de Bohème, il n'a jamais, jamais connu de de loi." Que se passe-t-il?

Il se passe que monsieur annonce à ses copains que sa femme le trompe. Ces hommes virils, dans toute la fougue de leur ardeur, rendent leur verdict: divorce. Monsieur, la tête basse, s'en va chez l'avocat... Ou bien Madame annonce à

sa maman que son mari la trompe. Maman décide, sans autre réflexion ou discussion, qu'elle paie le divorce de sa fille et on va ensemble chez l'avocat. Je ne caricature pas, j'ai vu. Nulle part, sauf dans mon bureau, ne sont entendus les sanglots de la femme et de l'homme trompés.

Le rendez-vous galant, l'idylle au bureau, l'aventure clandestine, l'amour l'après midi, le sexe à l'heure du lunch sont des motifs suffisants pour détruire la base de notre société et blesser profondément l'âme des enfants, et ce sous l'égide de loi. Outre ses bagatelles se nomment "adultère". L'éternel triangle, comme le veau d'or, est toujours debout et plus la loi du divorce essaie de lui couper la tête, plus il grandit.

J'essaie de visualiser une société où le contrat de mariage n'impliquerait pas l'exclusivité sexuelle entre conjoints. Il me semble que le mariage est la propriété des enfants et que la sexualité d'une personne n'est

pas la propriété d'une autre.

A tous ceux et à toutes celles que je viens de scandaliser je demande audience avant d'être lapidé. D'abord nous avons les moyens scientifiques et techniques pour planifier les naissances et savoir qui est le papa de qui. Ensuite, je ne suis pas amateur ni protagoniste de sexualité galopante propagatrice de M.T.S. Enfin, il faudrait peut-être faire un peu plus confiance aux hommes et aux femmes. La confiance chasse la confusion et le désordre. Il me semble aussi que le discours conjugal peut souffrir quelques parenthèses sans perdre sa signification.

Dans une société où il n'y a pas d'exclusivité sexuelle entre conjoints, l'adultère tombe comme motif de divorce. Les avocats ne sont pas contents, mais j'aime mieux des centaines d'avocats mécontents que des milliers d'enfants malheureux. Il faut arrêter de codifier jusqu'au fond du lit pour s'assurer

que chacun est avec chacune. Cette mentalité ne correspond plus à la réalité chez la majorité d'entre nous.

"Ce soir, ma femme sort avec son amant, c'est un bon moment pour moi d'enseigner aux enfants comment jouer au Monopoly". Cette phrase n'est pas démoi. Elle serait celle d'un homme en paix dans la société que je préconise. Je sais, c'est cocu content. So what!

Même si l'exclusivité sexuelle et l'adultère ne sont pas abolis demain, il y a lueur d'espérance. Autrefois, les couples consultaient pour troubles de mariage, ensuite ils se sont présentés pour troubles de divorce, maintenant quelques-uns amènent des troubles de réconciliation. Ils ne sont pas des légions mais on dirait que le divorce est moins terminal qu'avant. Des couples se demandent, tremblants: "Que reste-t-il de vos amours?"

Serge CHARPENTIER  
Psychologue  
Saint-Léonard

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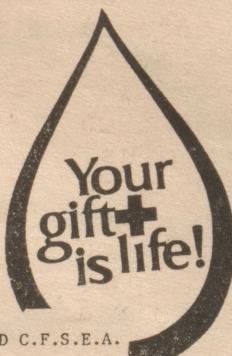
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## CONNAISSEZ-VOUS VOTRE LIMITE?

La façon la moins sûre de savoir si vous avez trop bu pour conduire est de vous fier à ce que vous ressentez. Le tableau présenté à l'intérieur peut vous aider à estimer votre taux d'alcoolémie avant de prendre le volant. Ce tableau ne permet évidemment qu'une lecture approximative. Pour être sûr de vous, ne conduisez jamais après avoir consommé de l'alcool.

### NOMBRE DE CONSOMMATIONS POUR NE PAS DÉPASSER LA LIMITE LEGALE

Temps de consommation	HOMMES				FEMMES			
	125 lb/57 kg	150 lb/68 kg	175 lb/80 kg	200 lb/91 kg	100 lb/45 kg	125 lb/57 kg	150 lb/68 kg	175 lb/80 kg
1 h	2	3	3	4	1	2	2	3
2 h	3	3	4	5	2	2	3	3
3 h	3	4	4	5	2	3	3	4
4 h	4	4	5	6	2	3	4	4
5 h	4	5	6	7	3	3	4	5

Une consommation: 1 bière de 12 onces (341 ml) ou 5 onces (142 ml) de vin de table ou 3 onces (85 ml) de vin apéritif (vin fortifié) ou 1½ once (43 ml) de spiritueux

\* Le temps réel écoulé entre le début et la fin de la consommation d'alcool

## L'ALCOOL AU VOLANT

*C'est criminel!*  
QU'ON SE LE DISE

Régie de l'assurance automobile du Québec

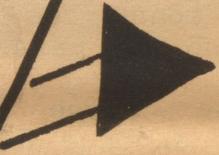
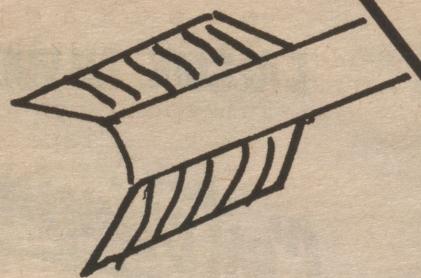
Je t'aime,

I love you,

Te quiero,

Mouim rúmmim  
ou ,

etc ...  
xxx



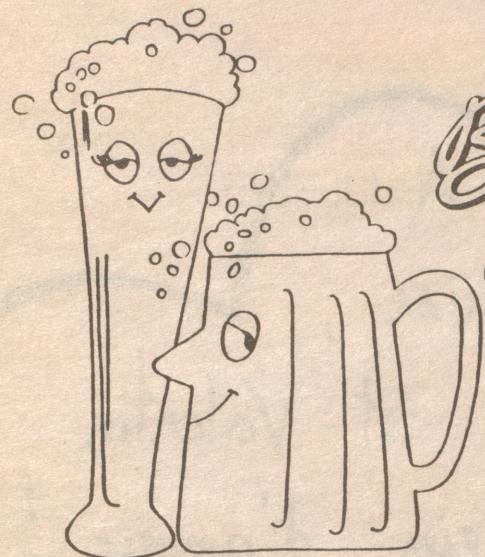


### LE PETIT LAROUSSE 89!!!

Que devient le prix du barrel de français, cette belle pétrole; au desk de langue de Molière, réception, notre broker Racine et Lafontaine? nous attend; il va Pour vous en donner un discounter en notre petit aperçu, voici faveur. Pas question de cette petite histoire flop, suffit de (on ne peut plus connaître le background sérieuse), écrite le de chaque compagnie et Petit Larouse 89 à la de lire certains main!

Le taximan me droppe au gym pour faire du body-building ou catcher. Un membre de mon team, un hurdler, s'exerce pour le meeting indoor. Il matchera demain. Je vais aussi jogger avec Sophie, elle porte un joli body avec un sticker qui dit "hot". Un instant, ce teaser me rend lovelace. Nous ferons aussi du skating et nous putterons quelques balles. C'est cool! Ensuite on va luncer, bouffer un burger sans oublier de tipper. On n'a pas une mentalité de looser on n'est ni junky ni skin, on ne sniffe pas de poudre et les revivals n'ont rien de tripant pour nous. Non, nous nous intéressons au

newsmagazines. On voyage en train avec sleeping, on en profite pour dispatcher le courrier vers les townships et les boroughs. On ne finira pas sur un icefield, un boulder ou dans les bushes à travailler avec un dumper! Nous sommes des yuppies parisiens funky, nous connaissons les lyrics des chansons américaines et les meilleurs drummers; on aime le zapping et on flashe sur les topless. Zippez votre lasting, allumez vos warnings, soufflez vos pneus tubeless, préparez vos kleenex, because les news sont qu'on reste même si vous nous trouvez shocking! Bye!  
 G.F.



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Belle-Vue*  
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ID CARDS ARE REQUIRED (3)